DOCUMENT RESUME

ED 123 187 95 SO 009 168

AUTHOR Saad, Geti, Comp.
TITLE Selected Bibliography and Abstracts of Educational Materials in Pakistan, Vol. 8, No. 4, 1974. Period Covered, October-December 1974.
INSTITUTION National Science Foundation, Washington, D.C.; Office of Education (DHEW), Washington, D.C.
REPORT NO TT-74-53092-4
PUB DATE [74]
NOTE 52p.; For a related document, see ED 117 030; Reproduced from best copy available

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Annotated Bibliographies; *Comparative Education; Educational Administration; Educational Change; *Educational Development; Educational Objectives; Educational Philosophy; *Educational Planning; Elementary Secondary Education; Libraries; Science Education; Sociology; Teacher Education; Teaching Methods; Technical Education
IDENTIFIERS *Pakistan

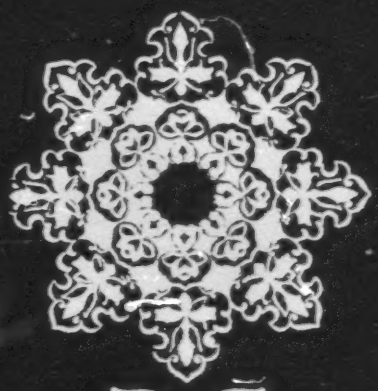
ABSTRACT

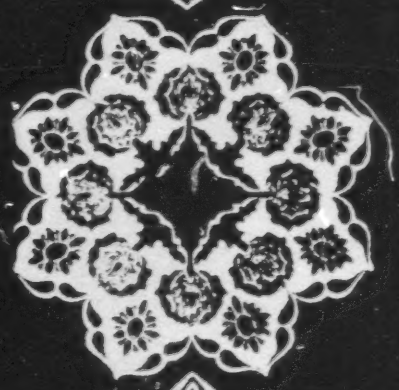
This annotated bibliography lists 100 selected educational materials from Pakistan covering the period October through September 1974. The materials are drawn from a variety of Pakistani journals, newspapers, and government publications. The entries are organized into 21 categories: Administration, Organization, and Financing of Education; Development of Education; Educational Goals; Educational Planning; Educational Reforms; Educational Research; Elementary and Secondary Education; Examinations; Extracurricular Activities; Higher Education; Libraries; Medical Education; Philosophy of Education; Sociology; Teacher Education; Teachers; Teaching Methods and Media; Technical Education; Textbooks; General; and a special section on Science Education. An author index concludes the document. (DE)

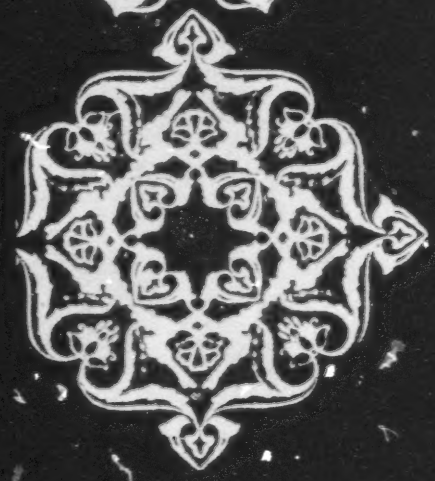
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY







SELECTED BIBLIOGRAPHY AND ABSTRACTS OF EDUCATIONAL MATERIALS IN PAKISTAN

Vol. VIII No. 4

MAY 14 1976

TT 74-53392/4

SELECTED BIBLIOGRAPHY OF EDUCATIONAL MATERIALS

IN PAKISTAN

Vol. 8 No.4, 1974

Period Covered

October - December, 1974

Compiled for the Office of Education, U.S. Department of Health, Education and Welfare, and the National Science Foundation, Washington, D.C. by Mrs. Geti Saad.

CONTENTS

		Page
1.	ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION ...	1
2.	DEVELOPMENT OF EDUCATION ...	4
3.	EDUCATION GOALS ...	5
4.	EDUCATION PLANNING ...	6
5.	EDUCATION REFORMS ...	9
6.	EDUCATION RESEARCH ...	12
7.	ELEMENTARY AND SECONDARY EDUCATION ...	12
8.	EXAMINATIONS ...	13
9.	EXTRA-CURRICULAR ACTIVITIES ...	16
10.	HIGHER EDUCATION ...	16
11.	LIBRARIES ...	19
12.	MEDICAL EDUCATION ...	22
13.	PHILOSOPHY OF EDUCATION ...	23
14.	SOCIOLOGY ...	26
15.	TEACHER EDUCATION ...	27
16.	TEACHERS ...	28
17.	TEACHING METHODS AND MEDIA ...	31
18.	TECHNICAL EDUCATION ...	34
19.	TEXTBOOKS ...	35

Continued on page (ii)

CONTENTS (CONTINUED)

		Page
20.	GENERAL ...	36
21.	SPECIAL SECTION - SCIENCE EDUCATION ...	39
22.	WRITERS' INDEX ...	46

-----ooOoo-----

ADMINISTRATION, ORGANIZATION AND FINANCING OF EDUCATION

1. ALI, Ghulam. Jabri Tution (Forced Tuition) --- Musawaat (Lahore) December 5, 1974 (U).

It is regretable that no steps are taken against the teachers who indulge in private tuition and thus violate the Government Servants' Conduct Rules. These teachers do their job right on the school premises after the school hours and charge the student for private tuition. The People's Government has done a remarkable job by making education free up to matriculation, but most of the teachers are determined to undo this scheme by charging tuition fees from the students. Apart from the schools in big cities, even in rural areas the epidemic of private tuition has taken deep roots, and the students and poor parents are being mercilessly exploited. It has also been noticed that the students who refuse to attend these tuition classes, are threatened with expulsion from schools.

2. ALI, Rahmat. Schoolon Mein Ghair Qanooni Feesen (Illegal fee in schools) --- Imroz (Lahore) October 8, 1974 (U).

Although the Government has made education free up to Matric, yet in most of the Government schools in Lahore the teachers detain the students for private tuition after the school hours. Each student has to pay from Rs. 10/- to Rs. 20/- as tuition fee. The result is that the teachers just do not bother to teach the students during school hours.

It is unfortunate that although the government has granted the National Pay Scales to teachers, they have not stopped to make money illegally. The authorities concerned are requested to look into the matter immediately and save both the students and their parents from this unlawful exaction. A simple way of curbing this evil practice is to make it incumbent on every headmaster to send a certificate on the 5th of every month to the effect that no teacher has been found involved in forced tuition in the school. Wrong statement from the headmaster should be made punishable with dismissal.

3. DE SOUSA, D'arcy A. Nationalized Education - the Force and the Flaw --- Dawn (Karachi) December 29, 1974.

So far as the implementation of the scheme of nationalisation is concerned, students, parents, teachers, and administrators

have their own misgivings. The short-term problems are expected to be solved once the loose threads are picked up and knotted in the right places. The long-term problems, however, call for calm and dispassionate analysis. To start with, the Government has made every institutional employee a salaried government servant. This has had two consequences, negative and positive. On the negative side, it has automatically pushed out a significant number of citizens who were active in the field of educational development. In the positive sense, nationalization of education means the acceptance of educational build up as a national phenomenon, in which the national or people's government has to play the part of grand financier and a general superintendent and to stimulate and harness national resources for the betterment of education at all levels.

4. KHAN, Haji Kifayatullah. Tribal Education --- Dawn (Karachi) December 5, 1974.

The federal decision to take over the Cantonment Board Schools is sound inasmuch as it meets the demands of the majority of the C.B. teachers. The provincial governments were not willing to add to their already over-stretched commitments, and the Boards naturally wanted to be relieved of the increasing financial liabilities. But the decision as far as the Tribal Areas are concerned needs reconsideration. Perhaps the advisers to the Federal Education Minister, who recommended the bracketing of the Tribal Areas with the C.B. Schools are not fully familiar with the conditions prevailing there. We are afraid it would prove a herculean task for the proposed Board to manage the educational affairs of the Tribal Areas efficiently.

The decision is a departure from the time-honored practice. Hitherto the Education Department of N.W.F.P had been managing the education in the Frontier region on behalf of the Federal Government. While the educational institutions in the Tribal Areas are very backward, those in the Islamabad and Cantonment areas are highly advanced. The proposal for common syllabi, text-books and examinations is unrealistic. There will be great confusion when the issue of teachers' cadre is finalised. At present, the teachers' cadre for the N.W.F.P and Tribal Areas is common, and the arrangement is working smoothly. Any dislocation of the present arrangements would prove determental to the cause of education in the Tribal Areas.

5. KHURSHEED, Abdus Salam. Qanoon Aur Tariqae Ta'aleem (The Law and the Method of Education) --- Mashriq (Karachi) December 20, 1974 (U).

The government of Pakistan is seriously thinking of restricting admission of students in Law classes because of more than 20 per cent increase in the number of lawyers each year in the country. It is also proposed to extend the duration of course by one year. There is no doubt that at this rate of increase the time will soon come when the profession of law will become overcrowded and unprofitable. Any restriction on admission will not, however, improve the situation. What is needed now is to bring about a revolutionary change in the present system of education. Not only the admission to Law classes should be restricted immediately, but also the duration of the course should be extended to three years.

6. KHWAJA, Tahseen. Hamaray Ta'aleemi Idaray (Our Educational Institutions) --- Akhbar-e-Jahan (Karachi) October 2, 1974 (U).

The number of good schools is unfortunately very low and no new schools are proposed to be opened. The result is that the existing schools cannot meet the growing demand. Thus, there is a sort of chaos and confusion in the field of education.

The same thing is true in the case of our syllabus. The reading material is not at all suitable for our children, and the printing and get up of the books is also defective. Children like illustrated and well-designed books. Attractive photographs and illustrations create liking for books in the minds of children. The children's books produced in our country are too insipid to attract their readers.

The standard of our educational institutions have deteriorated considerably, especially since the nationalization of schools in the country. It was supposed that nationalization would help improve the standard. The result so far achieved is disappointing.

7. MIRZA, Abdul Qayyum. Kiya Mulk Mein Ta'aleem Tamasha Hai (Is Education Something Fun in the Country ?) --- Nawai Waqt (Lahore) October 27, 1974 (U).

Educational institutions in our country present a deplorable picture. The standard of almost all schools has slumped particularly after nationalization. Under private management,

the conditions in these institutions were not so bad. The managements used to pay special attention to the schools. Headmasters of such schools were also very particular about the standard, and they never shirked their duties. They knew that the least slackness on their part would bring down the wrath of the management upon them.

Now the situation has changed, and nobody seems to care for the standard of teaching. The teachers just while away their time in school premises. Parents too do not pay sufficient attention to their wards. They just feel that they have done their duties by sending their wards to the schools. A wiser course for them is to pay regular visits to the schools and enquire about the progress of their wards.

8. TAFAZZUL, Anis. Naya Ta'aleemi Saal Aur Nae Masail(New Academic Year and New Problems) --- Akhbar-e-Khwateen (Karachi) --- November 2[illegible]-30, 1974 (U).

There was a time when it was almost impossible for the students to get admission to professional and technical colleges. But now the students seeking admission even to arts colleges are confronted with formidable problems. The authorities say that the number of seats is limited, and that the students should try their luck in the institutions where seats are available.

The difficulty is that all parents want their ward to be admitted in some particular institutions although the seats are available in other colleges. Students are of the view that with the nationalization of private colleges, the standard of their teaching has considerably deteriorated. To solve this problem the department of education should either take steps to improve the standard of college education or stop admission of third divisioners to good institutions. It is unfortunate that deserving students are deprived of admission to a good college. This state of affair has created frustration and unrest among them. They have come to the conclusion that social status and strong recommendation are essential for education.

DEVELOPMENT OF EDUCATION

9. Education - A State Responsibility --- Pakistan Pictorial (Rawalpindi) No. 12: 86-87. November/December, 1974.

Pakistan is re-structuring its educational system for the attainment of its socio-economic goals and the aspiration of

its people. The Education Policy currently under implementation is an essential component of the overall revolutionary reforms introduced by the government. The New Education Policy has thoroughly revolutionized the education sector. The privately managed schools and colleges have been nationalized, equality of education has been provided to all citizens, and education has been related to employment opportunities.

The overall development of education in the country is described under the headings: 1) expenditure on education; 2) progress; 3) elementary education; 4) secondary and intermediate education; 5) higher education; 6) compaign against illiteracy; and 7) student welfare.

10. NADEEM, Akhtar. Education --- In: Baluchistan New Horizons, 13-19. Quetta, Directorate of Public Relations and Protocol, Government of Baluchistan. 1974 (U).

Baluchistan has the lowest percentage of literacy in the whole country. There are many reasons for this paucity of education in the province. Till recently the main reason was the old Sardari system which hampered all educational progress in the province. The situation has changed since the new government has come to power and taken firm and fundamental steps for promoting education in the province.

The various educational schemes of the new government are briefly mentioned, and a comparative picture is presented through a table which gives the number of educational institutions in 1947, 1970, and 1974.

EDUCATION GOALS

11. QAMAR, Jawaid. Deideologisation Theory in Its Bearing on Education - A Semantic Confusion or Trimph of Contemporary Sociology? --- Islamic Perspective (Karachi) IV (3&4): 473-505. September-December, 1974.

The writer feels troubled about the rising tide of deideologization theory in education. The basic questions raised in the article are whether man is essentially amoral and there are no moral problems to be recognized and whether ethics and esthetics have no bearing on education. The various schools of thought, such as the behaviorist school of psychology, the psycho-analytical school, the anthropoligical and sociological schools, etc., have been examined. These

schools have advanced the theory of the Death of Ideology which has been seeping into education. It has become a great challange to the moralists and the religionists.

It is concluded that man's existence without an ideology, without a proper conception of the needs of life, and without a positive attitude, becomes avoid and his destiny meaningless.

12. SIAMWALA, Zakir H. Need for Specialists --- Sun (Karachi) October 3, 1974.

One of the glaring defects in our present educational system is that it has failed to produce sufficient number of specialists in any field. Of course we have 'generalists' in profusion, who are 'Jack of all and master of none.' Under the current system a student is taught a little of everything.

The standard of education as a whole has remained very poor. This is sheer waste of time and energy. Therefore, no student from class IX onward should be taught more than four subjects at a time, say, English, Urdu or Arabic or any other language, and two subjects of his own choice. Out of the latter, one subject could be dropped later on at the College/ University level. It is better to produce students proficient in individual subjects than to raise an army of students having a smattering in many subjects.

EDUCATION PLANNING

13. BRELVI, Syed Altaf Ali. Ta'aleemi Islah Kiun Aur Kaisay (Education Reform - Why and How) --- Jang (Karachi) October 2, 1974 (U).

The complaint is general that teachers do not attend to their duties properly, and that the standard of education and discipline have fast deteriorated. The reason for this is that the headmasters and the principals, who are directly responsible for the internal administration and discipline of the institutions cannot take any action on their own without referring the matter to the authorities in the education department. This state of affair naturally leads to the deterioration of the standard of teaching and discipline.

Another important cause of the decline in the standard of education and discipline is the burden of textbooks in primary classes. Little kids are unable to bear so much pressure, and most of them fail in the examinations.

14. JAMIL, Mohammed. Ta'aleemi Inhetaat - Aik Sangeen Qaumi Masala (Educational Deterioration - A serious National Problem) --- Nawai Waqt (Lahore) October 24, 1974 (U).

The falling standard of education in our country has become a serious national problem. Every individual feels that our present educational system is defective and that the students are simply wasting their time in schools, colleges and universities. The following suggestions are likely to make the education more meaningful and effective: 1) All the big educational institutions should be merged into a training academy where both students and teachers should be imparted military training in addition to the secular and ideological education. 2) The payment for Union Fund by the students should immediately be stopped up to the college level, because this Fund is the cause of many evils. 3) A Cultural Unit should replace the Union in every college, and the Government should provide funds for it. 4) In order to streamline the system of examination, the bases of both the internal and external examinations should be strengthened. The ratio of marks in both the cases should be equal. The duration of external examinations should not exceed two or three days. 5) Arrangements should also be made for the training of teachers, and for this purpose an Educational Academy should be set up. 6) Educational Service should be given an important status.

15. KAZMI, Syed Shabbir Ali. Ta'aleemi Ma'ashiyaat (Economics of Education) --- Jang (Karachi) October 21, 1974 (U).

There was no such subject as Educational Economics till about fifteen years age. But now this is an accepted subject in all developed countries. In this connection the following questions arise: 1) How much a country should spend on education? 2) What are the sources of revenue for meeting this expenditure? 3) Whether expenditure on education is an investment: 4) How much profit can be expected in return for this expenditure on education? 5) What should be the limit of personal expenditure on education if we treat it only as an expenditure? 6) What is the over-all shape of education in the country? 7) What is the total number of government institutions and private institutions in the country? 8) What contribution does education make to human resources: These questions lead to the conclusion that educational economics has two elements. The first element relates to the education of workers, and the second element relates to educational expenditure and the internal performance of educational institutions. By nationalizing educational institutions, the present government has identified and organized the human capital. But unfortunately the administration, the teachers, the students, and their guardians have misunderstood this step.

16. KHURSHEED, Abdus Salam. Ta'aleemi Inhetaat (Deterioration in Education) --- Mashriq (Lahore) October 13, 1974 (U).

The basic cause of the present deterioration in education is the failure of the authorities to implement the recommendations of the numerous committees set up in the past. Most of the recommendations were very useful. Some of the other causes are as follows: 1) The qualifications laid down for the different categories of teachers are not observed. Some of the renowned universities have a number of teachers as heads of departments although they do not possess the required qualifications. 2) The system of rotation is not strictly followed. 3) The teachers who want to do research work are discouraged. 4) The semester system, which has been introduced to provide incentive to students, has so far yielded very poor results. 5) No step has been taken to coordinate education with employment opportunities. 6) The scandal of fake degrees flourishes as over and no steps have so far been taken to punish the culprits. 7) The administration wing of the universities is overstaffed.

17. QAYYUM, A. Education Mess --- Dawn (Karachi) October 20, 1974.

Nationalization of schools and colleges, in principle, is good for education as a whole. The Government, the teachers, and the students all benefit from this system if it is run on sound lines. But in our country we have to admit that the standard of education has steeply fallen after nationalization. In view of the gravity of the situation it is necessary to find out the causes of this deterioration and rectify the situation by a further dose of nationalization or by more accurate and purposeful planning, supervision, and control over the system in general. Now-a-days it is common to blame the students for their indiscipline, lack of interest, etc. But the student is nothing different from what the teacher has made him. The teacher makes a major contribution to the development of a student. It is he who by his education, interest, and competence can guide the student on right lines and improve the standard of education. The tragedy, however, is that the teachers at present seem to have lost all sense of responsibility and pride of profession.

18. RASHID, Mohammed Adil. Hamara Nizam-e-Ta'aleem Inhetaatpazeer Kiun Hai (Why Is Our Education System Deteriorating?) --- Imroz (Lahore) November 4, 1974 (U).

Some of the causes for deterioration in the system of education are internal, and some are external. The Government has made concerted efforts to eliminate the external causes with a view to reforming the present system of education. For instance, the

salary of teachers has been enhanced; their pay-scales have been raised; they have been given the benefit of pension after retirement; schools have been nationalized; a comprehensive educational policy has been formulated; and education has been made free up to secondary classes.

The first step toward removing the internal causes of deterioration in education is, however, yet to be taken. English should give way to the national language as the medium of instruction. It should, of course, retain its place in the syllabus as an optional subject.

19. USMAN, Mohammed. Ta'aleemi Meaar Kaisey Behtar Ho Sakta Hai (How to Improve Education Standard) --- Imroz (Lahore) October 15, 1974 (U).

The three most important elements of educational set up are: 1) The teacher and his personality; 2) The student and his attitude; and 3) The system under which these two have to play their respective roles.

In our country, there is no clear-cut scientific system for admission to model schools, high schools, colleges, and the universities. Medical colleges and Engineering universities are of course, excluded. At the time of admissions various undesirable tactics are adopted both by students and their parents. Political and social pressures are most commonly resorted to for this purpose. Many evils spring from this practice.

Apart from this, the present syllabus and the system of teacher training leaves much to be desired and needs thorough revision. There are a large number of teachers in colleges and universities who need to be trained. A separate directorate should be set up for the training of teachers, and if this is not possible, an educational academy should be established on the pattern of Staff College.

EDUCATIONAL REFORMS

20. KAZMI, Syed Shabbir Ali. Ta'aleemi Nizam Mein Inqilabi Tabdeeliyun Ki Zarurat (Need for Revolutionary Changes in Education System) --- Jang (Karachi) October 28, 1974 (U).

The only way to stop the deterioration in education is to change the present system of examination. According to an estimate,

the number of candidantes for the middle and the secondary classes stands at about 200,000. This is only 10 per cent of the total admissions in the primary classes. Thus by the time the pupils reach class X, 90 per cent of them give up their studies. This is a national loss indeed. All of them are literate and have received some sort of education in schools. We have to avoid this loss somehow or other.

From the higher secondary stage onward, admission should be allowed only on the basis of merit. Education is, of course, the birth right of all, but higher education is not. We have also to find out how our students spend their leisure time because this is also indirectly an educational problem.

21. KHAN Mahjabeen. Semster Sistam Aur Ta'aleemi Islahaat (Semester System and Education Reforms) --- Mashriq (Karachi) December 10, 1974 (U).

The introduction of semester system is a new and important link in the chain of educational reforms. Majority of students in our country firmly believe that the present system of education has become outdated. Semester system is, therefore, a step forward toward improving the old system. The new system does not allow the students to use unfair means or absent themselves from the class. Every student in the new system is required to work hard and keep abreast of the lessons taught in the class. He will also have to spend the greater part of his time in the library consulting books and taking notes. He will have to be regular in his class. Even a little sluggishness might disturb his studies. What is more, no memorization will help him in examinations or tests. All these facts go in favour of the semester system.

22. HUSAIN, Tanvir. Hamari Ta'aleemi Paleesiyan (Our Education Policies) --- Mashriq (Karachi) December 13,1974 (U).

The new education policies should be implemented forthwith, and in toto. Previous policies foundered on the rock of implementation. The new education policy should be coordinated with the resources of employment and only a limited number of graduates should be produced and duly absorbed in the economy.

The semester system will not only improve the standard of education, but also streamline the present system of examination. Since teachers play a vital role in the mental growth of students, their grievances and complaints should be met. The following points must, however, be kept in mind in this connection:

1) There should be no flexibility in the matter of qualifications of Professors, Associate Professors, Assistant Professors, and Lecturers. 2) A system should be devised to judge the work of a teacher and to duly award him if he is found really efficient 3) The University teachers should be required not only to teach, but also to produce some research work in their fields.

23. SANGARAVI, Saadi. Nizam-e-Ta'aleem Ki Islah Kaisey Ho (How to Reform Education System) --- Nawai Waqt (Lahore) December 3, 1974 (U).

The only possible way of bringing about a revolutionary change in the existing system of education is to switch over to Urdu, the national language of the country. Majority of students fail every year because they are forced to answer their question papers in a foreign language.

The prime object of acquiring education now-a-days is only to get employment. This tendency has to be changed. Hitherto many suggestions have been put forward to reform the present system of education, but no serious steps have so far been taken. The authorities belonging to the departments of education both in the federal and the provincial fields should introduce Urdu as the medium of instruction at all stages. Almost all other countries of the world are educating their children in their own national languages. Even some of the Eastern countries like China and Japan educate their children at all levels in their mother tongue.

24. SHAMIM, Chowdhury Barkat Ali. Hamara Nisab-e-Ta'aleem (Our Curriculum) --- Aljamia (Jhang) 26 (5): 3-8 May, 1974 (U).

It is true that curriculum is not something static. It has to change with the time. However, a change in the curriculum only for the sake of change and the introduction of new experiments just for experiments' sake, is not advisable. The present government seems to be introducing changes in the curricular only for their own sake, and it is feared that in consequence this practice will result in lowering the standard of education in the country. Such steps as the nationalization of education have been taken in haste. It is doubtful whether these reforms will serve any purpose other than creating chaos in the entire system of education.

The writer critically examines the various stemps taken by the new government in the field of education and concludes that this policy would alienate the people from education instead of attracting them to it.

EDUCATION RESEARCH

25. AHMAD, Khwaja Manzoor. An Outline of Researcher's Guide --- Karachi, Government College of Education. 33p. 1974.

Thesis is a compulsory requirement for the degree of M. Ed., and every student has to write one on a topic of his choice pertaining to his field of specialization. In order to enable the students to prepare their research report the writer has presented sound basic principles and procedures for the preparation of the report. The Guide presents the actual working, form, and structure of a thesis.

The subject is discussed in some detail under the headings: 1) General requirements of the research; 2) the outlines of the research problem; 3) characterstics of a good research report; 4) major divisions of the thesis report; 5) illustrative materials; 6) bibliographical and footnote forms; 7) typing of the report; and 8) sample page.

ELEMENTARY AND SECONDARY EDUCATION

26. AHMED, Zamir. English Medium Schools --- Pakistan Times (Lahore) December 15, 1974.

The Government has not nationalized English medium schools mainly because these institutions were just like oases in the desert of educational mess in the private sector. Ture, these schools charge higher fees; but they give back full value for the money. That explains why many parents, send their children to these schools rather than to tuition-free Government schools. The Government wants to develop these English medium schools into institutions for the talented.

In order to accommodate students of the lower income group, the Government has already issued instructions reserving 20 per cent seats for the talented students of the poor families. Poor students would not be charged any fees and they will be granted liberal stipends and scholarships, for which funds shall be provided by the Government. The managing bodies of these schools will not be allowed to meet the entire school expenditure from tuition fees, etc. At least 20 per cent of the recurring expenditure shall have to be met by the managements from their own resources.

27. USMAN, Mohammed. Ta'aleemi Meaar Kium Gir Raha Hai (Why is Education Standard Falling?) --- Imroz (Lahore) October 4, 1974 (U).

There are no primary schools for about half the number of children in our country. Even those children who go to school do not receive proper attention from the teachers. The truth is not realized that unsympathetic teachers drive the children from school. On the other hand good, illustrated books and affectionate teachers create interest among children. There are few teachers of primary classes who can do this and induce children to attend school regularly and study with absorbing interest.

The standard of textbooks is also deteriorating day by day. Education lacks true leadership. Unless drastic reforms are introduced at primary level, the standard of education will continue to fall.

EXAMINATIONS

28. BAQAI, M.S. Semester System in Karachi Varsity - An Appraisal --- Morning News (Karachi) December 16, 1974.

Successful operation of the semester system depends upon the strict observance of the time schedule prepared for the session. A slight disturbance in the fixed dates upsets the whole scheme and all programming that has been done with extreme care and forethought becomes meaningless. In our country the dates for the commencement of the semester are mostly postponed at the insistence of the students.

The duration of a semester, as announced was 4 months or 45 hours. But the experience of the two Semesters just completed shows that in no case 45 hours per Semester were completed. Moreover, first week in each semester was almost lost because of the dilatory habits of the students and their failure to finalize their admission before the start of the semester. This situation affects the tempo of the process of teaching.

Sufficient number of books, journals, memiographed pamphlets etc., are another pre-requisite for the Semester system. Similarly, the latest editions and new titles in various courses should be available to the students. But none of these facilities exists in our institutions.

29. HAI, M. Abdul. Semester System --- Dawn (Karachi) December 5, 1974.

The Sind Government is planning to introduce the Semester System in colleges. It is suggested that before arriving at a final

decision the following points based on the experience of the working of the system in the Karachi University be considered:

Paucity of Books: Only one or two copies of a given book will be available in libraries to cater to the needs of 50 to 100 students in a class. Besides, books are too costly these days for the students to buy. More often than not, they are simply not available in the market at any price.

Shortage of Teaching Staff: Even under the present system the teaching staff is far short of the requirements. Under the semester system the teacher-student ratio has to be much higher. Besides, the students who cleared their M.A. or M.Sc. examinations in one session have been appointed as teachers in another to teach the Honours and Post-graduate classes, for which they are utterly unfit.

Laboratories: The laboratories are ill-equipped and unable to sustain the load of the new system. No facilities exist in the colleges for typing, cyclostyling, and making photo-stat copies of notes or lectures if one out of a hundred teachers desires to distribute this matter to the students.

30. HAQ, Fayza. The Honest Student Is the Sufferer --- Morning News (Karachi) December 7, 1974.

In the absence of regular tutorials and tests in the colleges, the mass of students, especially the external students, sit down just on the eve of examination to memorize prepared answers to the question paper that mysteriously leak out at the right time. Sometimes the question papers are smuggled out of the examination hall to the experts waiting outside who write down the answers and return them to their respective candidates.

The ways of cheating in the examination halls are numerous. These can be curbed to some extent by introducing tests and tutorials at the college level to ensure regular studies. Of course, the injustices may continue in the final examinations, in the more informal campus home work and the objective or subjective tests. Yet the chances of unfair means can be cut down in the case of compulsory routine class work and home tasks. Regular tutorials will ensure familiarity with and attraction to the syllabus on the part of the students. When there is regular weekly and monthly checking, the youth cannot afford to while away their time.

31. KHATOON, Zahida. Semister Sistam Kay Fawaid (Advantages of Semester System) --- Mashriq (Karachi) December 31, 1974 (U).

The semester system has, of course, some defects of its own. Whenever a new thing is introduced, it creates certain problems. When this system was introduced in the Karachi University a year ago, the student community was averse to the change. But now they feel that the semester system has come as a boon to them. If the system is introduced in colleges, the greatest advantage for the students would be that they would be examined immediately after they have been taught. Examinations under the semester system would be held every week. Moreover, they would see the corrections in their answer books and come to know their strength and weakness in every subject.

This system has, at school level, enhanced the standard of education. Every student is required to be regular in his studies and attendance. Absence from class will tell upon his studies.

32. RIAZ, Mohammed. Semister Sistam Ki Nakami Kay Asbab (Failure Causes of the Semester System) --- Hurriyat (Karachi) December 17, 1974 (U).

When the semester system was introduced in the Karachi University last year, it was hoped that the students will have the chance to discuss and argue with their teachers in the classroom and learn the text intelligently. But this was not to be. The reason is this: Some of the lecturers who hold the degrees of doctorate do not deliver lectures in their classes. They just write down notes on the blackboard and ask the students to copy them in their exercise books. Such teachers suffer from the inferiority complex and whenever a student puts a question, they discourage him.

The students who memorize their notes, get good marks in the test. Partiality of teachers is another reason for the failure of the semester system. If a meritorious student is not on good terms with any teacher, he is discouraged and eventually fails in the examination. The object of the government behind the introduction of the semester system was to raise the standard of education, but unfortunately this objective has not been realized.

33. ZAMAN, Arshad. Semister Sistam Ki Nakami (Failure of Semester System) --- Hurriyat (Karachi) December 2, 1974 (U).

The university students are generally of the opinion that the semester system has failed. Thus it is all the more necessary for the authorities to think twice before introducing the system

in colleges. Almost all the colleges in the city have poorly equiped libraries. There are no trained librarians to run them on modern scientific lines.

Most of the colleges complain of the shortage of teachers. Laboratories are poorly equipped and badly managed. These are some of the basic problems that have to be solved before the introduction of the semester system in colleges. The most serious problem that the students of the Karachi University are facing is the acute shortage of important reference books in the University library. They have brought this problem to the notice of the authorities but no steps have so far been taken to improve the situation.

EXTRA CURRICULAR ACTIVITIES

34. FARUQUI, Jalees A. Reading Habits of Students --- In: Reading Habits in Pakistan, 25-32, Karachi, National Book Centre of Pakistan. 1974.

The formative years of Childhood and adolescence are the most important period of ones life. The habits, attitudes, and tastes, developed during these period persist all through the individual's life. The reading habits of students are, therefore, a very important indicator of what should be expected of them as the future of the country.

The survey has covered all persons over 12 years of age, studying in educational institutions. The sample was divided in the ratio of 30% females and 70% males, and the final selection was made on a random basis.

The findings of the survey are discussed under the headings: 1) what students read; 2) preference of students; 3) sources of reading materials; 4) why students read or do not read; and 5) problems faced by the students in obtaining reading materials.

HIGHER EDUCATION

35. BASHIR, Qazi Ikram. Falsafe Ki Ta'aleem (Philosophy Teaching) --- Imroz (Lahore) October 20, 1974 (U).

The problems in the teaching of philosophy in Pakistan need immediate attention. Either teaching of philosophy should be discontinued or the students who take up this subject should be provided with better facilities. What is needed now is to

open classes of philosophy in different colleges and to appoint as teachers those students who have already done their M.A. in the subject. Only defective and cheap material is available in Urdu on philosophy. Hence authentic books on the subject should be prepared by eminent scholars.

The teachers of philosophy should be ordered to do justice to the students who read through Urdu medium. At present, teachers are not available to teach philosophy through Urdu medium, and test papers and reference books on the subject are unavailable. Although the Punjab University allows teaching of philosophy through Urdu medium, the philosophical terms have not been rendered in Urdu. Non-availability of books in Urdu is discouraging for the students who want to read through Urdu medium.

36. KIRMANI, Sajjad. The Administrative Mess in the Punjab University --- Pakistan Times (Lahore) October 24, 1974.

Inefficiency, corruption, dishonesty, violence and political manuvering had been rampant in the Punjab University for a decade. The staff of the university was divided among petty factious. Like the students, their activities were strife-ridden, as most of them had been appointed during the past regimes on political considerations.

The issue of maladministration in the Punjab University came to light when an English daily of Lahore came out with a leading article on September 20. The issue was fully discussed during Prime Minister Bhutto's recent visit to Lahore, with the result that a new Vice-Chancellor has been appointed with a mandate to make "drastic changes" in the administrative setup of the University to remove the causes of friction among the various contenders for key posts. But for the changes made by the outgoing Vice-Chancellor, the Punjab University scandal would have continued without check thanks to the polished public relationing of the University's Deputy Registrar who was appointed Controller of Examinations.

37. QADRI, M.A.H. Education at University Level --- Dawn (Karachi) November 22, 1974.

Some of the major priorities were long overdue. The education had to be made wider in scope and available to all citizens. Wastage at various levels had to be eliminated. The introduction of vocational training at different stages was needed for increasing national productivity and avoiding purposeless

education for those unfit for higher education. A switch-over of emphasis from general education to technical education is all to the good.

However, the increase in the numbers of universities requires a much larger investment and human resources. Education at higher level still needs many reforms. A sound liberal education with its suitable system that would encourage creativity and in still a sense of values has yet to be conceived. Further, the subjects of science and technology deserve the highest priorities at the university and college levels. The human potential for leadership in basic and applied sciences has to be created for meeting the internal and external challenges.

The universities and their faculties should be given larger funds for higher scientific training and technology. What is also needed is to arrest and regulate for the brain drain out of the country.

38. QUADRI, M.A.H. Emphasis on Education --- Morning News (Karachi) November 23, 1974.

Education at higher level still needs major reforms. A sound, liberal education and a fresh system providing opportunities for creativity and sense of values has yet to be conceived. Moreover, the subjects of science and technology deserve highest priorities at the university and college levels. The universities and their faculties should be given autonomy, democratic organization and responsibility. There institutions should employ really efficient, advanced, and skilled technical and basic scientists. The concept of setting up centers of excellence had sprung from a sense of shortage of resources. This is an instance of economy at the expense of national development. Our planning in research and sophistication should not be half-hearted. The University Grants Commission should come out with much stronger recommendations and demands. Also we have to do much for higher education in culture and ideology in order to develop creativity and increased identification and grasp of Islamic values.

39. ZAMAN, Arshad. Kulliyae Farmacy Mein Dakhlay Ka Meaar (Admission Standard in Pharmacy Department) --- Hurriyat (Karachi) December 17, 1974 (U).

The department of Pharmacy is at the moment the most important department of the University of Karachi. The students who fail to get admission in Medical Colleges, go in for the subject of Pharmacy. When the Department of Pharmacy was changed into a

Faculty, it was expected that the number of seats would be increased. This was not done on the other hand the number of seats was reduced to 120. This number includes the seats reserved for the provinces and foreign students.

The conditions in the Faculty are not satisfactory either. The number of rooms for the lecturers is very small, and the classes are held in the precincts of other departments. No time is fixed for the first year students who are to appear in the second semester. Inadequacy of laboratories is another problem that the students have to face. The number of teachers has also dwindled, because most of the teachers have gone abroad. In order to fill up the vacancies, Laboratory Assistants have been given the status of lecturers. This naturally lowered the standard of teaching. The non-availability of books is another problem for the students.

LIBRARIES

40. ASLAM, Mohammed. Hamari Librarian (Our Libraries) --- Kitab (Lahore) VIII(8): 31-32. May, 1974 (U).

Foreign libraries provide very congenial atmosphere for their readers. All sorts of facilities that a man may need in a day's sitting are made available to the readers within the premises of the library. In our country the position is just the reverse. Hardly any library fulfils the ordinary needs of the reader. The writer mentions different facilities and arrangements that are available in foreign libraries.

Our libraries are more store houses of books. The management of most of our libraries is very poor. Files of our scholarly magazines are mostly unavailable in any of our libraries. Microfilming arrangements are available in only one or two libraries in the country. As Muslims, we have great traditions of libraries, but the glory of the past has waned long ago.

41. ASLAM, Mohammed. Rural Libraries in Pakistan --- Pakistan Times (Lahore) November 17, 1974.

Rural library service forms part of the public library complex of a country. The idea of rural public library is not new. Unfortunately, however, the need for library was never seriously realized in our country. We have had four "Five Year Plans" so far. No tangible progress was made during this period toward solving the problem of libraries.

The Education Policy announced on March 15, 1972 envisages a public library system throughout the length and breadth of the

country. Under this program, 50,000 people-oriented libraries will be established in villages and city wards. Each library will contain about a hundred basic booklets with limited vocabulary designed as an encyclopedia of information for everyday life. People's handbooks will also be prepared, published, and supplied to Education Centers. According to the plan, four provincial, 48 district, 500 city and town, and 45,500 rural libraries will be established by 1980. This public library system will be introduced through Public Library Acts to be enacted by the four Provincial Assemblies. The Government proposes to spend Rupees 350 million on this plan. The scheme, which is to be fully implemented in the near future, would mark a new era in the history of library movement in Pakistan.

42. CHIRAGH, Mohammed Ali. Pakistan Mein Librarian Aur Unkay Masail (Libraries in Pakistan and their Problems) --- Kitab (Lahore) VIII (10): 29-32. July, 1974 (U).

Libraries play an important part in the promotion of knowledge and learning and in the development of reading habits. Our government has announced a comprehensive plan for the development of libraries. It includes the establishment of 50,000 public libraries, better training facilities and better emoluments for the librarians and the establishment of special libraries meant for research and higher learning.

In this connection, the National Book Center of Pakistan organized a discussion on the topic of Libraries in Pakistan and Their Problems. The present article briefly mentions the opinions of the participient librarians who discussed various problems in the way of the library movement in Pakistan and suggested their solutions.

43. HANIF, Shaikh M. Public Librariyun Ka Qiyam Aur Hukumat Ki Zimmedarian (Establishment of Public Libraries and Responsibilities of the Government) --- Kitab (Lahore) VIII (11): 25-28. August, 1974 (U).

In the closing years of the last century, the world saw an explosion of developmental activities in all spheres of human activity. As the repositories of knowledge, libraries played a very important role in accelerating the process by opening up new vistas of science and technology.

In a democratic society the establishment of free public library service is a must. This not only serves to eradicate illiteracy, but also widens the outlook of citizens and makes them useful parts of the society. Public library can also be called people's university where knowledge is sought after

for the sake of knowledge and not for mere degrees and diplomas. Healthy reading habits are developed through the use of public libraries. Some mention is made of the importance of public libraries in different countries as compared to the present position of public libraries in Pakistan. It is suggested that well-stocked public libraries with trained staff are the need of the day.

44. KHAN, Ahmad. Musalmanon Ka Fann-e-Kitabsazi-o-Kitabdari (Book Production and Librarianship of the Muslims) --- Kitab (Lahore) VIII (7): 32-33. April, 1974 (U).

Book production and librarianship had always been an important art and distinct branch of knowledge during the Muslim history. The writer has presented extracts from a fifteenth century Arabic book that discusses the various features of a book.

The book is acknowledged as the best source of knowledge. A student should get the book he needs at all costs. One can borrow a book but only when one needs it. It should be handled with care and returned when done with. Some guidelines are given as to how books should be used and preserved and how they should be arranged in a library. It is pointed out in the end that the fifteenth century Arabic book shows that Muslims took great care in the art of book production and book care.

45. KHURSHID, Anis. Kutub Khaney Aur Unkey Masail (Libraries and their Problems) --- Kitab (Lahore) IX (3): 9-14. December, 1974 (U).

The importance and utility of libraries have remained undisputed in every age. Today this importance has increased manifold, and now libraries have become the institutions of public education. The role of librarian has also assumed great importance, and it requires good scholastic and technical knowledge to become a good librarian. Hence the need for satisfactory library education for them.

The writer has briefly dealt with the development of library education in Pakistan, tracing its history right from the beginning. The writer has discussed the various problems and difficulties hindering the progress of library education and shown how some of the problems have been solved by concerted efforts.

46. SABZWARI, G.A. Plan, Policies and Libraries --- Pakistan Library Bulletin (Karachi) VII (2): iii-v, December, 1974.

It is an admitted fact that the standard of our education and research is deteriorating in our country. Many plans and policies have been drawn up on different occasions to improve the situation, but none of these has ever made the slightest reference to library services. So there is no clean idea or scheme for the improvement of library services in relation to educational schemes. The writer has analyzed briefly the Fourth Five-Year Plan and pointed out that very little has been said about the need for libraries, and the allocations made on various occasions have remained unutilized.

In the new education plicy emphasis has also been given to library facilities in the educational institutions. The policy enunciates that a public library system will be established throughout the country. Under this scheme some 50,000 people-oriented libraries will be established in villages and city wards. This policy statement is of immense value and importance and should be implemented in letter as well as in spirit.

47. STIEN, Lenora. Academic Libraries in United States --- Pakistan Library Bulletin (Karachi) VIII(2): 19-26. December, 1974.

In the United States an academic library is defined as a library that serves students from their 13th year of education till the end of their education career. There are three types of academic libraries: 1) academic libraries of colleges for students in their 13th and 14th years of education, 2) colleges that offer a four-year curriculum from the 13th to the 16th years of the student's education, and 3) universities.

The major factors influencing the development of academic libraries in U.S.A. are closely linked with the factors that have influenced the development of higher education there. These factors are discussed together with a history of the development of academic libraries and the contribution of philanthropists and industrialists to the cause of library services. The wirter also discusses some of the new trends in American academic libraries.

MEDICAL EDUCATION

48. FAREEDI, Salman. Medical Kalijon Mein Dakhlay Ki Palicy (Admission Policy in Medical Colleges) --- Jang (Karachi) November 26, 1974 (U).

The following factors should be kept in mind while making admissions to medical colleges: 1) number of seats: About sixteen

hundred students were admitted last year to various medical colleges. In some of them the number of seats has been raised unnecessarily, for instance, in Dow Medical College the number of seats has been increased from 250 to 450. This has led to the lowering of the standard of education there. More than twenty students, who could not claim to be qualified, were so admitted. 2) Merit: More seats should be filled up by meritorious students. 3) Seats for rural areas: There is, of course, justification for the reservation of seats for the students belonging to the rural areas, but while doing so, a clear distinction should be made between the rural areas and the urban areas. 4) Division of seats among male and female students: This has become a very important problem. The government should take cognizance of this problem and frame some formula for reserving the seats for female students.

PHILOSOPHY OF EDUCATION

49. LOBO, Anthony T. Aims and Values of Education --- In: Educational Ideas and their Impact, 149-208. Karachi, Rotti Press. 1974.

The aims and values of education are the topics that have remained under discussions since the borth of the idea of education. Various aims and values of education have been presented from time to time.

The subject is discussed in some detail under the headings: 1) individual aims of education; 2) individualism in British education; 3) social aims of education; 4) critique of socialistic education; 5) socialistic education in Ancient Greece; 6) national socialism in Germany; 7) harmony of individual with social aims; 8) the age of Pericles; 9) Allama Iqbal's synthesis; 10) education as its own aim (John Dewey); 11) critique of John Dewey's view; 12) ultimate and proximate aims; 13) ultimate aims of education; 14) proximate aims of education; 15) educational values; 16) what is meant by values; 17) source of school values; 18) general theory of values; 19) kinds of values; 20) hierarchy of values; and 21) education and values.

50. LOBO, Anthony T. Educational Ideas --- In: Educational Ideas and their Impact, 1-14. Karachi, Roti Press. 1974.

Etymologically speaking, education means drawing out or bringing out the best of what a person is capable of. Historically, philosophers have from ancient times given

serious thought to the question of education. Socrates was one of the first philosophers to do this. The writer briefly describes various meanings of education as presented by different thinkers.

The writer also discusses the meaning of philosophy in general, and the meaning of the philosophy of education in particular. At the end he points out the importance of the philosophy of education for the teacher and says that one who takes pains to study the philosophy of education seriously will make the best teacher. He will be equipped with inspiring ideas, balanced judgement, and the capacity to choose the right goals and the right means to attain them.

51. LOBO, Anthony T. Essentialism --- In: Educational Ideas and their Impact, 44-54. Karachi, Rotti Press. 1974.

The development of Idealism after Plato, and of Realism after the seventeenth century is discussed under 'Essentialism'. Essentialist philosophy is based on the belief that there is order, stability, and discipline in the world, which is based on fixed laws and principles. For idealists, this order is spiritual. For realist, this order has a material basis.

The writer discusses the subject under the headings: 1) the break-down of perennialism; 2) essentialist philosophy; 3) notion and history of essentialist education; 4) systematic view of essentialist education; and 5) critique of essentialist education.

52. LOBO, Anthony T. Idealism --- In: Educational Ideas and their Impact, 15-33. Karachi, Rotti Press. 1974.

The educational philosophy of Plato is discussed under the head of 'idealism'. Greek society in the days of Plato was corrupt both politically and socially. Disgusted by political tyranny and shocked by the martyrdom of his teacher Socrates, Plato was all the more convinced that his society needed reform. He set about the task of reshaping society with the help of his philosophy. Basically, Plato agreed with his teacher that knowledge is virtue, but he refused to accept all or any knowledge as virtue. He limited this honor only to the highest kind of knowledge.

Plato presented his educational philosophy in his famous book 'the Republic' which is called the first treatise on educational philosophy. The wirter discusses briefly his

scheme of education as presented in his book and evaluates his philosophy of education critically, showing both its strength and its weakness. It is concluded that Plato's philosophy still continues to inspire men who are trying to grapple with fundamental problems of life and education all over the world.

53. LOBO, Anthony T. Naturalism --- In: Educational Ideas and their Impact, 55-96. Karachi, Rotti Press. 1974.

Humanistic philosophy gives central place to man and attacks the authority of the church as well as the state. The difference between humanism and naturalism is briefly explained. The philosophy of Arther Bestor, a twentieth century humanist is critically examined. Naturalism holds that the ultimate explanation of all reality is to be found in nature. This school of philosophy denies the existence of any order transcending nature and sense experience. The types of naturalism include, physical naturalism, biological naturalism, phychological naturalism and sociological naturalism.

Under the heading 'naturalistic philosophers', the ideas of T.H. Huxley and Herbert Spencer are explained. The educational philosophy of Jean Jacques Rousseau is also discussed in some detail under the heading 'naturalist education.' Under the same heading the ideas of a twentieth-century thinker, A.S. Neil, are analyzed. In the end there is a discussion under the headings: 1) positive contributions of naturalism; and 2) critique of naturalism.

54. LOBO, Anthony T. Pragmatism --- In: Educational Ideas and their Impact, 97-124. Karachi, Rotti Press. 1974.

Pragmatism means that the truth of an idea should be judged by its usefulness to human conduct, i.e., if it is practical, or 'if it works,' it is true. Different connotations of pragmatic philosophy are mentioned.

First the writer deals with pragmatic philosophers and discusses pragmatism of Pierce, William James, Schiller, and John L. Childs. Next, the writer gives a summary of pragmatic principles under the headings: 1) Pragmatic philosophy - a) basic ideas; b) principles; and 2) Pragmatic education - a) teaching - learning theory; b) educational aims; and c) methods of education. Lastly the wirter gives a critique of pragmatism.

55. LOBO, Anthony T. Progressivism --- In: Educational Ideas and their Impact, 125-147. Karachi, Rotti Press. 1974.

Progressivism is an important philosophy even today. It develops an outlook in which technological, experimental, and this worldly habits and accomplishments shape our modern culture. It creates a liberal attitude in a person, leading him into adventurous, exploratory, and continuously developing experience. Progressivism is based on the belief in man's autonomy in so far as he is able to face the world with his own skills and solve his problems through his own alert intelligence.

The philosophy of progressivism is discussed in some detail under the headings: 1) roots of progressivism; 2) progressive philosophy; and 3) progressive education.

56. LOBO, Anthony T. Realism --- In: Educational Ideas and their Impact, 33-43. Karachi, Rotti Press. 1974.

Plato is called the father of Idealism, and Aristotle is the father of realism. The salient features of Aristotle's philosophy of education are presented. Much of the educational ideals of Aristotle resemble those of Plato, which are discussed under the heads, 'ethics', 'politics', 'education', 'intellectual goodness', 'teachers' and 'virtue'. However, Aristotle adds 'education for leisure' in his philosophy. For him the aims of education should be not only vocational but also cultural. He classifies the curricula into liberal subjects like reading, writing, music, gymanastic, and drawing, and illiberal subject, such as arts and crafts.

The writer also discusses the philosophy of the realists of the sixteenth and seventeenth centuries. These realists fall in three categories, humanist realists, social realists, and sense realists. The contribution of realists, who have given the sciences, and technical and vocational education a very important place in the curriculum, is emphasized.

SOCIOLOGY

57. MAHMOOD, Shaukat. Juvenile Delinquency a Growing Problem --- Pakistan Times (Lahore) November 3, 1974.

The reason for delinquency in our society is the neglect of their role by parents and teachers. Poverty is another cause. Compulsory education at primary level and free education up to

Matric level can help in reducing the incidences of delinquency.

Education is the foundation of all reforms, but it is not ready cure for juvenile delinquency. The opportunities for vocational training are however satisfactory, but still there is a room for improvement. The teachers employed in jails have no academic background, experience and special aptitude for reformation. Experts from the education department would be more suited to the job. The syllabus for juvenile deliquents and even for ordinary prisoners, when they take various Board/ University examinations, should include specially edited books on morality, ethics, and religion, Unfortunately we have no clear objectives of criminal justice. Present conditions call for reinforcing disciplinary forces. For this purpose home is the most important place. It is first the parents who need education.

58. MAJEED, A. Social Work Aur Talaba (Social Work and the Students) --- Imroz (Lahore) November 15, 1974 (U).

Effective steps are needed to create interest for social work among the male and female students of the colleges and the universities in the country. Separate courses are being taught in this subject to the students in Europe and America since the beginning of this century. The importance and utility of social work has been recognized in the developed countries.

In Pakistan this subject has been recently introduced. It has proved so fascinating that it has become the most popular pursuit of the students. However, much work has to be done in this field. The students should be provided opportunities to work in various welfare associations. This will help promote the feeling of unity and integrity in them.

TEACHER EDUCATION

59. AHMED, Zahur. Training of School Teachers --- Pakistan Times (Lahore) November 10, 1974.

There has been a phenomenal increase in the number of Primary Schools as a result of the new education policy. As there was no dearth of educated manpower in the country, it was decided to train a vast army of educated men and women for the newly opened primary schools. But there were very few training schools where only a small number of teachers could be

trained. To solve this problem and to ensure the success of the New Education Policy, the government decided to use some of the existing high schools for the training of primary school teachers. So, a new class known as PTC (Primary Teachers Course) was added to some of the high schools for training approximately 12,000 teachers for the newly opended primary schools.

The primary school occupies a pivotal position in our educational setup. There are only two In-service Teachers Training Centers in the Punjab. They are primarily meant for conducting refresher courses. These institutions can be entrusted with the job of giving short training courses to about 45,000 teachers of the proposed National Literacy Corps. It is proposed that at least two teachers training schools be setup in every district. We are be set with the problem of not only training teachers for primary schools, but also finding men holding B.Ed. S.V.'s/C.T's/O.T's/D.M's and P.T.I's Degrees and diplomas to man our high schools. To overcome this deficiency we propose to utilize the training schools proposed to be opended in every district.

TEACHERS

60. CHAUDHURY, M. Afzal. Untrained Teachers --- Pakistan Times (Lahore) October 2, 1974.

Private-run schools were nationalized in 1972. In the case of untrained teachers of nationalized schools, the Punjab Education Department is acting contrary to the spirit of the reform. Service conditions of thousands of untrained teachers of these schools have been adversely changed by the Department. Many of them are getting only Rs.150/- or Rs.200/- p.m. (fixed) with no increments. The Education Department had no moral or legal justification to decrease the salaries of these teachers. Under the National Pay Scale (Teaching Staff) Rules, 1973, teachers were allowed either to opt for the NPS or to retain the pay drawn by them before the coming into force of the Rules. Since under the NPS untrained teachers were given paltry salaries, they opted for their pre-nationalization salary. We request the Chife Minister to intervene in the matter and direct the Punjab Education Department to withdraw the order reducing teachers' salaries.

61. CHAUDHURY, M. Sharif. Nationalized Iskoolon Kay Untrained Asateza (Untrained Teachers of Nationalized Schools) --- Musawaat (Lahore) October 18, 1974 (U).

While nationalizing private schools, the Education department of the Punjab government had confirmed the scales of salary on which the untrained teachers were then working. This situation continued for two years. Now their salaries have been reduced for no apparent reason. This is a serious violation of the agreement between the government and the teachers.

The situation, however, is different in Sind. Teachers belonging to Sind Government have not been affected at all. This discrimination between the terms and conditions of the service of the teachers serving in the two provinces of the same country is odious. The injustice done to the untrained teachers in the nationalized schools of the province of Punjab is a serious violation of the Constitution of the country. Moreover, this preferential treatment has created unrest among the affected teachers. This anomaly should be removed if the government wants the educational institutions to run smoothly.

62. FARUQUI, Jalees A. Reading Habits of Teachers and Journalists --- In: Reading Habits in Pakistan, 33-39. Karachi, National Book Center of Pakistan, 1974.

Teachers play an important role in the society. What they think and say has a great impact on the minds of the citizens, present as well as future. For the purposes of the survey the sample included all teachers, both male and female, teaching in primary schools, secondary schools, colleges and universities, and other educational institutions. The sample for teachers was further distributed among the various areas and among the various school levels. Care was taken to include various subject areas such as science, arts, commerce, etc. Random technique was used to select the individual interviewee.

The findings of the srvey are discussed under the heading: 1) what people read? 2) preference of teachers and journalists; 3) sources of reading material; 4) reasons why various materials are read or not read? and 5) problems faced in obtaining reading material.

63. MOHAMMED, M. Fakir. Aggrieved College Professors --- Sun (Karachi) October 1, 1974.

A few senior members of the teaching staff who, over a decade ago, were serving at the Government Teachers Training College,

the Government College for Men and the Government College for Women, at Karachi, have not yet been considered for promotion and for fixation of pay in the pertinent grades of the National Pay Scales commensurate with their academic qualifications, long service, and experience. Some of these teachers hold doctorates of foreign universities, have about 25 years' standing and experience of imparting University level education for a quarter of a century. But, they, have not yet been ranked as full-fledged professors in their colleges for the following reasons: 1) After the advent of One Unit in 1961, the country's capital was shifted from Karachi and Central Government Colleges at Karachi no longer remained under the aegies of the Government of Pakistan. These institutions were provincialized. 2) About a decade later, One Unit was disssolved and the four provincial governments came into existence. 3) The changes on both occasions necessiated the preparation of gradation lists of college teachers on the lines of the administrative setup of the government, and the senior members who originally belonged to the teaching staff of the Karachi Central Government Colleges lost their seniority.

Deserving cases of aggrieved college teachers who are Ph.D. with more than 12 years of teaching and administrative service, and are working as principals of colleges, may be considered by the higher education authorities for promotion to the posts of professors.

64. NADVI, Syed H. Haq. Ahead - But in What Direction? --- Islamic Perspective (Karachi) IV(3&4): 460-472. September-December, 1974.

The writer has made an attempt to retrieve education from politics and restore it to scholarship. The whole trouble with Muslim education today is that academic institutions are becoming more political than academic in nature and purpose. Senior teachers are jealous of their juniors for no fault of the latter. As they have spent their lives in politics their contributions are nil. They cannot tolerate that their juniors should, by dint of merit and hard work, surpass them in position and power.

This psychological make-up of the seniors has turned the university into a sharply divided system of castes in which the junior teachers are condemed to the low caste and the senior teachers have become the Brahmans of the university belonging to the high caste.

65. QURESHI, M.A. Asateza Ki Bechaini (Teachers' Unrest) --- Hurriyat (Karachi) December 12, 1974 (U).

The present unrest among teachers is not without reason. Prior to the nationalization of schools, untrained teachers possessing Intermediate examination certificates or B.A. or B.Sc. degrees were eligible for appointment in private schools. Experience was the only criterion for these jobs. It was argued that such teachers with ten or fifteen years' experience of teaching can discharge their duties better than those who are B. Ed. It is unfortunate that under the new policy, these experienced and senior teachers have been completely ignored, and the inexperienced B.Ed. teachers have been promoted to senior posts. If a person holding an M.A. degree can be appointed as lecturer in a college, he should be equally fit for a senior position in schools. This distinction should be removed immediately and the grievances of the untrained teachers should be redressed.

TEACHING METHODS AND MEDIA

66. ABDULLAH, S.M. Urdu Standards --- Pakistan Times (Lahore) December 11, 1974.

It is tragic that the verdict on the suitability of Urdu as a medium of instruction is pronounced without putting it to a test. It is said that the language cannot serve as a language of education. Historical facts of the last fifty years belie this assertion. The proper course would be to allow its use in the field of education with an open mind and judge the results. This language is both rich and capable of growth like all other great languages.

There are more than hundred countries whose native languages are poorer than Urdu in the fields of literature and science, yet none of these countries has adopted a foreign language on the pretext that it is richer than the native languages. They know that only the national language suits to the genius of the people in all spheres of life. We are not in favour of discarding English altogether. We only want that Urdu should be given its rightful place in the matter of learning and education, and that English should be used for limited purposes.

67. GILANI, A.R. Urdu or English --- Pakistan Times (Lahore) November 17, 1974.

The 'Urdu versus English' controversy is now baffling the second generation of Pakistani students. The argument that if English

were banished we would be able to produce geniuses in any number has proved to be a specious argument. It is ironical that one of the so-called champions of Urdu sends his own children to English-medium schools. Most of these self-styled educational reformists have not cared to produce books worth the name during the last quarter of a century. A few books that have been produced are simply translations of books written in English. They serve to confuse the readers more than help them understand the subject. They have made the teachers lazy, because the handicapped studies cannot go beyond the prescribed book.

The result of this crusade is that our graduates leave the university with just a smattering of the subjects of their specialization. We have badly upset our priorities and mixed up the significant and the trivial. In our desperation we are trying to begin at the wrong end to set things right. If we want to rid ourselves of foreign influences we should cast away the trivial and retain the significant. English language is no triviality.

68. HUSAIN, Iqbal. Television Aur Ta'ameeri Ta'aleem (Constructive Education and Television) --- Musawaat (Lahore) November 9, 1974 (U).

In Western countries the use of television is not limited only to entertainment. It is also accepted as one of the important vehicles of education. The importance of television in Pakistan cannot be ignored. It assumes all the more importance in view of the very low percentage of literacy in the country. In some of developing countries of Asia, Africa and Latin America, television has become a recognized medium of education. In our country, however, no enthusiasm has been shown to use it for this purpose. Most of the T.V. time is consumed by cheap entertainment which does not benefit to the students. It rather affects their mind adversely. It is high time the government took a bold step and allotted more time to educational programs. Television can play a vital role in shaping the character and personality of students.

69. KARIM, Fazal. In Defence of Urdu --- Pakistan Times (Lahore) October 20, 1974.

The time-old dispute of Urdu versus English seems to have raised its head again in educational circles. Much has been said and written against Urdu, but the controversy still remains unresolved. The problem came to the lime-light in 1950, when all the school textbooks were translated into Urdu and the teaching of science subjects in Urdu started in all the secondary schools excluding the missionary schools. As a result, the standard of English began deteriorating. The problem was further aggravated when

the students educated in Urdu medium schools had to read write science subjects in English. More than 90% of our population lives in rural and backward areas, and more than 50% of our students with universities and colleges in the cities belong to villages where English is never written or spoken. For such students, listening to and assimilating lectures in science is a hard job indeed. For them this abrupt change from Punjabi or Urdu to English is just like changing horses in mid stream. It is indeed incongruous on our part to speak Punjabi or Urdu in our homes and streets and ask for the retention of English as our official language and medium of instruction.

70. KARIM, Fazal. Urdu Mein Zariyae Ta'aleem (Urdu Medium of Instruction) --- Mashriq (Karachi) October 8, 1974 (U).

It is argued that the subjects of science and technology cannot be taught in Urdu. This is not correct. In both developed and developing countries of the world mother tongue is the medium of instruction and scientific or technological education is none the worse for it. Apart from the Western countries, Japan and China teach scientific, technological, and engineering subjects in their own languages. What is needed in our country is to publish more books in Urdu on these subjects. If these subjects are taught in Urdu, are students will start studying Urdu books.

There are very few books on these subjects in Urdu. Our experts are of the opinion that the greatest obstacle in the way of the adoption of Urdu as the medium of instruction is the absence of Urdu equivalents of English terms. There is no harm if the English terms are retained in Urdu. It is unfortunate that some of us are not prepared to accept English words in Urdu. This attitude will not do any service to our national language.

71. NAGY, Birjees. In Defence of English --- Pakistan Times (Lahore) October 13, 1974.

We must attend to the compelling reasons which demand the continuance of English as our official language. The first is the present inability and inadequacy of Urdu to replace English. It lacks the vocabulary or the terminology to communicate objective and scientific thought. Secondly, English is not merely a language here: it is a spirit, a symbol of modernism and progress, whereas Urdu stands for decadence, for repression. Adoption of Urdu would thus, be a mental setback, a sort of deflection from the course of mental maturity. Thirdly, English has helped us to internally unite, and it has served as a link with the rest of the world. Fourthly, English has been our official language for over a hundred years. It is the language of our laws, science, and technical know-how. It is, therefore, felt that if we wish to preserve the western habit of thought, and its system - legal and scientific we should retain English as our official language.

72. FATIMA, Riaz. Teknikal Ta'aleem (Technical Education) --- Mashriq (Karachi) December 31, 1974 (U).

The importance of technical education is growing everywhere in the world. Pakistan is a country where a very small number of students are attracted toward this education, although for a developing country like Pakistan the need for technicians is immense. Pakistan is an agricultural country, and technicians are sorely needed to increase the produce. Our students should, therefore, take as much technical education as possible.

The Government should also provide maximum facilities to those who are eager to become technicians. It is unfortunate that very little importance has been given to this aspect of education. The students, on their part, should give up running after meaningless education which only creates frustration at the end. If they take to technical education they would not only find ready employment for them but also be doing service to the country.

73. NAQVI, S. Ahsan. Technical Education --- Pakistan Times (Lahore) November 17, 1974.

The demand for technical education, will ever remain unabated both in developing and the developed countries. Pakistan is a developing country and requires scientific and technological development in every sphere of her national life. But it is regretted that the precise value and profound importance of technology and technological education have not yet been duly realized. In order to provide this education to our new generation, more technical schools and colleges should be established in every part of the country. The present syllabus at the school level needs to be made more technology oriented and attractive to the students. It is unfortunate that the number of students acquiring technical education is very low as compared to other fields.

74. RAO, Sarfaraz Ahmad Khan. Teknikal Asateza (Technical Teachers) --- Nawai Waqt (Lahore) October 24, 1974 (U).

It is encouraging to note that the People's Government is fully conscious of the importance of technical education. For this purpose a Technical Officer is being appointed in every village and the posts are being filled by the 'In-service teachers'. Polytechnic diploma holders are considered as fit for these posts. One thing has to be kept in mind while filling the posts by the diploma-holders of Polytechnics. They can undoubtedly prove to be good technicians, but not educationists. It would, therefore, be a matter of great regret if science graduates are ignored. If science graduates are ignored, the standard of education would deteriorate. In addition to the science graduates, M. Ed. in Industrial Arts Education should also be appointed to these posts. They are not only experienced in the art of teaching, but also well-versed in administrative matters.

75. HAQ, Fayza. Few Books and Badly Manhandled --- Morning News (Karachi) November 16, 1974.

It is far too expensive for an average student to obtain textbooks either from the local bookshops or from friends and relatives abroad. They have to rely heavily on the college or university libraries or the various information centers of the diplomatic missions. The lack of textbooks, reference material, and periodicals necessary for examination or research lead to the 'ganging up' of students who see to it that the precious 'booty' remains within the circle of their friends. In many of the schools and colleges of the city, the teachers encourage quotations from authorities rather than the opinions and conclusions of the students themselves. So, the students instead of studying the textbooks, run about in search of 'quotable quotes,' to stuff their answers with.

Before giving an assignment, a lecturer himself should check up the availability of the books and journals which he thinks to be essential and useful for the students. The authorities in the education department should try to obtain enough number of books to meet the demand. Only then can the reckless rampage for library books be checked or reduced to a reasonable extent.

76. SANGRAVI, Saadi. Nisabi Kutub Per Nazarsani (Revision of Textbooks) --- Nawai Waqt (Lahore) December 18, 1974 (U).

It is a platitude to say that the books meant for children should be free from errors. But in our country the textbooks for children are full of mistakes, both of language and matter.

Care should be taken that the history books taught in schools, colleges, and even in universities are free from all factual mistakes. Most of the history books prescribed in our educational institutions are the translations from the books originally written either by the English or the Hindu writers. These writers are doubtlessly biased and inaccurate in the recording of events and their interpretation. Such books should be revised as soon as possible. If we fail to do this our coming generations will remain misled and misguided.

77. USMANI, Adil. Book Bank Scheme of Karachi University --- Pakistan Library Bulletin (Karachi) VII(2): 1-8. December, 1974.

The new education policy has made explicit recommendations about the establishment of Book Banks in universities and

colleges. The provision of textbooks has always been vexatious problem. Library facilities in our country are scarce. The problem is not very serious so far as school and under graduate students are concerned. The difficulties increase when we go farther up, especially for the students of professional colleges for whom locally produced books have so far proved below standard.

The writer briefly discusses various factors that cause shortage of books. In order to meet the situation the government has recommended the scheme of Book Banks and the Karachi University has taken the lead in this project. The history of the Karachi University Book Bank and its different services are briefly described.

GENERAL

78. FARUQUI, Jalees A. Reading Habits in Pakistan --- Karachi, National Book Center of Pakistan. 131p. April, 1974.

The survey of the reading habits of people in Pakistan was started in December, 1972 in Karachi. It was carried out in the rest of Pakistan during early months of 1973. In all, nearly 3,000 people were interviewed. The study mirrors the situation as it is. It shows that quality literature is not necessarily the most popular literature.

The survey is discussed under the chapter headings: 1) summary and major findings; 2) the scope, importance, and method of study; 3) reading habits of students; 4) reading habits of teachers and journalists; 5) reading habits of professionals; 6) reading habits of executives; 7) reading habits of workers; 8) reading habits of agriculturists and 9) reading habits of housewives. At the end are given tables, questionnaire, list of cities covered by the survey, and list of volunteers conducting the survey.

79. HAQ, Fayza. Negligent Parents and Indfferent Students --- Morning News (Karachi) December 21, 1974.

Parents these days are too busy in their own struggle for life to spare any time to offer moral guidance to the youth at home. In rare cases, where the elders take interest in the studies of their sons at home and school, the results of the examinations are, as a rule, extremely gratifying. If any student prefers combined study with his classmate he should be

allowed to do so.

Intelligent and eager parents, elder brothers, and sisters, should volunteer to help the revision by putting questions based on the textbook. Even just sitting and knitting or reading the evening paper next to the youth can give him a sense of company and relieve the gloomy atmosphere of the lone student struggling with his books. Regular tests and tutorials should be conducted during the year at all levels.

80. QURESHI, G.M. Unfair Means --- Pakistan Times (Lahore) October 7, 1974.

The root cause of the continuing fall in the standard of education and the disgustingly poor results is to be found in the prevailing atmosphre in our country. Trash 'literature', sex magazines, cinema films, TV, and the imported 'hippyism' with its concomitant evil of narcotic drugs and injections are doing our young generation incalculable harm. Superficial diagnosis of this most dangerous malady by merely pointing to the use of unfair means in examinations, and superficial cures, would not yield any results. The powers that be must give their most serious attention to the whole problem and find ways and means not only of plugging holes in our examination system but also of strengthening the moral fiber of our youth generally, regardless of whether they belong to rich or poor families.

81. NAJMUDDIN, S.M. Education --- Dawn (Karachi) December 10, 1974.

There is much talk about the 'fall in the standard of education' in the country. In the absence of correct data and their scientific analyses, only the analyses of examination results can serve as a rough guide in the matter. But, unfortunately, a close study of examination results extending over a number of years reveals a different picture. A break-up of Intermediate Science Examination results as well as of B.Sc. examinations of the Karachi University is given below (year followed by pass percentage). Intermediate Science examinations: 1957 - 32.2 percent; 1958 - 26.5; 1959 - 20.4; and 1974 - 66.9%. B.Sc. examinations of the University of Karachi: 1957 - 37.9%; 1958 - 42.7%; 1959 - 44.9% and 1973 - 46.7%.

From the above it is clear that the pass percentage of Inter Science Students for the year 1974 is three times that of the year 1957-59. B.Sc. examination results also show a rising trend in the pass percentage. Thus it may be concluded that examination results cannot be taken as the basis for proving

the falling standards. Now the government should state clearly what criterion it has in mind while talking about the fall in educational standards, so that all who are interested in education may apply their minds to the problem and search for solution.

82. PARACHA, Farid. Meaar-e-Ta'aleem Mein Inhetaat (Decline in Education Standard) --- Nawai Waqt (Lahore) November 10, 1974 (U).

The reasons for the deteroration in the standard of education today may be enumerated as under: 1) Education has lost respect in society. Meritorious and intelligent students receive no encouragement. 2) Recommendation, corruption, and dishonesty are the road to success. Success in life goes only to those who have the support of the government or the political parties. 3) Uncertain future and uncertain prospects of employment have also contributed to the deterioration in the standard of education. The realization is growing among the degree-holders that they have wasted their valuable time on education. 4) Highly experienced teachers are working under the inexperienced teachers. This has naturally made the honest teachers also slack in the performance of their duties. 5) The multiplication of problems has overwhelmed both the teachers and the students. 6) The political situation is also one of the reasons for the deteriorating standard of education. Most of the students are involved in petty politics, and they pay scant attention to their studies.

83. SIDDIQUI, Atiqur Rahman. Asateza Aur Shagird (Teachers and Students) --- Mashriq (Karachi) December 10, 1974 (U).

With the increase in the number of schools, the standard of education is deteriorating. No one person is responsible for the present mess in the sector of education. Teachers can play a vital role in raising the standard and removing the general complaint that they do not take enough interest in their work.

One of the foremost responsibilites of the teachers is to have a clear understanding of the aptitutde and psychology of their students. They should also take interest in them as they do in their own children.

More educationists are unanomous in the opinion that the students should be educated in a free atmosphere. The teacher should adopt the technique of simplicity and clarity and mix freely with the students. The teachers should also present themselves as a model to the students. Only thus the students would be inspired to follow the example of their teachers.

84. FAROOQI, Zaheeruddin. Amali Kaam (Practicals) --- In: Tadrees-e-Sains, 93-102. Karachi, Ghazanfar Academy. 1974 (U).

Without practical work, the teaching of science has no meaning. One of the aims of science teaching is to enable the students to learn practical work and method. Since long, practical work has been recognized as an essential element in the syllabus of science for secondary classes.

The writer discusses the subject in some detail under the headings: 1) nature of experiments; 2) selection of experiments; 3) number of students in a group for experiments; 4) role of teacher during the work in laboratory; 5) some guidelines for students; 6) recording of practical work; 7) inference; 8) small mistakes in inference; 9) big errors in inference; and 10) evaluation.

85. FAROOQI, Zaheeruddin. Asbaaq Ki Mansubabandi (Lesson Planning) --- In: Tadrees-e-Sains, 159-213. Karachi, Ghazanfar Academy. 1974(U).

Lesson planning is necessary for all teachers. Successful teaching is not possible without planning. The basis of lesson planning should be the achievement of all the aims of science teaching. Merely the completion of syllabus will not serve the purpose. Good lesson planning requires: 1) flexibility; 2) organization; 3) reality; and 4) cooperation of the student. These points are briefly explained.

When planning a lesson the teacher should first determine the aims of the lesson followed by the matter which is going to be taught to the student. The teacher should also determine the methods of teaching he is going to adopt for his lesson, and he should also be clear in his mind as to what teaching aids he will use. Some guidelines of good lesson planning are presented. Some sample lessons with planning are also given.

86. FAROOQI, Zaheeruddin. Azmaeshein Aur Qadr Afrini (Testing and Evaluation) --- In: Tadrees-e-Sains, 151-158. Karachi, Ghazanfar Academy. 1974 (U).

Testing and evaluation help in finding out the quality of teaching and the progress of the student. The aims of testing and evaluation are: 1) providing better guidance for teaching and learning; 2) finding the efficacy of teaching methods; 3) finding the effectiveness of learning aids; 4) finding how

far the teaching aims are achieved and providing basis for the report of the student's progress; and 5) obtaining guidance for the development of effective educational experiments. Testing and evaluation should also achieve the aims of science teaching.

There are two techniques of evaluation, essay type questions and objective tests. The merits and demerits of both techniques are mentioned, and types of objective tests are explained with sample questions. The different types are: 1) completion type tests; matching type tests; 3) truefalse type tests; and 4) multiple choice type tests.

87. FAROOQI, Zaheeruddin. Madaris Mein Ta'aleem-e-Sains - Zarurat Aur Ahmiyat (Science Teaching in Schools - Need and Importance) --- In: Tadrees-e-Sains, 9-12. Karachi, Ghazanfar Academy. 1974 (U).

Our society is based on science and technology, and all aspects of our life are in one way or another related to science. In the modern world the use of science and technology is spreading fast with the time. The nations that lag behind in the race of progress and development are those that lack adequate knowledge of science and technology. It is, therefore, most important that proper facilities of science education are provided in our schools and colleges.

The writer has discussed the importance of science education under the headings: 1) social aspect of science teaching; 2) teaching of science and character building; 3) economic aspects of science teaching; 4) political aspects of science teaching; and 5) science education and our philosophy of life.

88. FAROOQI, Zaheeruddin. Maqasid-e-Tadrees Ki Ahmiyat Aur Zarurat (Importance and Need of Aims of Teaching Science) --- In: Tadrees-e-Sains, 13-24. Karachi, Ghazanfar Academy. 1974 (U).

The first requirement of teaching is the determination of its aims, and this determination actually makes education purposive. The ultimate aims of education differ from society to society. Once ultimate aims are determined, the method of teaching are directed to its fulfilment.

The writer briefly discusses the historical background of science teaching and points out the different aims of science education in Pakistan. These aims are divided into individual aims and collective aims. The individual aims include: 1) gauging the ability of the students; 2) creating thinking habits in the students; 3) making the students analytical-minded; 4) creating opportunities for the application of their abilities; 5) creating self-confidence in the students;

6) providing opportunities for the meaningful use of leisure; and 7) enabling the students to appreciate the laws of nature. The collective aims of science teaching include: 1) fulfilment of social needs; 2) better relationship between society and individual; 3) fulfilment of professional requirements; 4) provision of better guides and heads of institutions; 5) creation of democratic way of thinking; and 6) promotion of the sense of dignity of labor.

89. FAROOQI, Zaheeruddin. Moallim Ki Peshawarana Baleedgi (Professional Development of the Teacher) --- In: Tadrees-e-Sains, 214-216. Karachi, Ghazanfar Academy 1974 (U).

A teacher is always faced with the challenge of time. Knowledge is an ever developing process, and it is the responsibility of the teacher to keep himself abreast of developing knowledge and impart it to his pupils. This is especially important for the teacher of science, because the subject of science is developing with tremendous speed. A teacher of science is expected to be aware of these developments as far as possible. Similarly, the methods of teaching and learning are also in the process of development, and a good teacher should always follow new successful methods of teaching.

The writer has briefly mentioned various ways through which a science teacher can keep his knowledge of the subject up to date. These are: 1) reading; 2) association with scientific organizations; 3) higher education; 4) travel; and 5) writing.

90. FAROOQI, Zaheeruddin. Moassar Tadrees Kay Chand Bunyadi Usool (Some Basic Principles of Effective Teaching) --- In: Tadrees-e-Sains, 25-31. Karachi, Ghazanfar Academy. 1974 (U).

Effective teaching requires organized planning. There are some basic principles for the effective presentation of each lesson. This effective presentation achieves the desired aims of each lesson. The ultimate aims are the betterment of the individual and the society.

The subject of effective teaching is discussed under three heads: 1) learner and the lerning process; 2) knowledge of terminology and signs; and 3) teacher and the teaching process. Under the first head the writer discusses various principles that help the students learn the subject of science. Under the second head the importance of terminology and signs in the teaching of science is discussed. Under the last head some guidelines are presented for the teacher.

91. FAROOQI, Zaheeruddin. Nisab-e-Sains (Syllabus of Science) --- In: Tadrees-e-Sains, 70-85. Karachi, Ghazanfar Academy. 1974 (U).

The meaning of curriculum is explained and the scope of science curriculum is discussed. The factors that are to be taken into account, so far as general science curriculum is concerned, are:

1) the covering of all basic concepts of science; 2) the fulfilment of the requirements of the society; 3) the satisfaction of the interests of students; 4) compatibility with the environment of the student; and 5) the fulfilment of the aims of science teaching.

There are two methods of curriculum construction, topical method and concentric method. These two methods are briefly explained and recent changes in science curriculum are pointed out. It is also discussed how critical analysis of curriculum is to be done. In the end some curriculam topics for classes six to eight are provided.

92. FAROOQI, Zaheeruddin. Sains Aur Degar Mazameen Ka Irtibaat(Science and its Relations with Other Subjects) --- In: Tadrees-e-Sains, 86-92. Karachi. Ghazanfar Academy. 1974 (U).

The subject of science deals with our day-to-day life, and is thus related with many other subjects that we teach in schools.

First, science is closely related to language, because science has its own language. The language used for science should be simple, clear, and without ambiguity. Science is related to art in as much as figures and pictures play an important role in the teaching and learning of science. Similarly, science has a definite relation with the subjects of social studies, economics, home economics, and mathematics. The salient features of these relationships are briefly discussed.

93. FAROOQI, Zaheeruddin. Sains Ki Darsi Kitabein (Textbooks of Science) --- In: Tadrees-e-Sains, 116-124. Karachi, Ghazanfar Academy. 1974(U).

Book is the most useful aid of teaching. A teacher cannot dream of teaching without book. Today a textbook is not a few pages of information bound together. It is a complete teaching guide covering the syllabus and lessons. A textbook is not meant just for reading. It is used in many other ways.

The preparation of science textbook is a difficult task. The writer has discussed briefly the preparation of science textbook and its use in the teaching of science. The quality of a textbook is determined by: 1) contents; 2) organization of the matter; 3) literary style and vocabulary; 4) illustrations; 5) aid for study; and 6) production standard. These factors are briefly discussed.

94. FAROOQI, Zaheeruddin. Sainsi Mashghaley (Scientific Hobbies) --- In: Tadrees-e-Sains, 142-150. Karachi, Ghazanfar Academy. 1974 (U).

Scientific hobbies play an important part in promoting interest in the subject of science. It is better that these hobbies are organized by collective rather than by individual efforts. For this purpose, establishment of science clubs in every school is very helpful. These clubs provide better opportunities in the field of individual interests than what is possible in classroom teaching.

The subject is discussed under the headings: 1) organization of science clubs; 2) type of clubs; 3) number of club members; 4) selection of club members; and 5) general activities of science club. In the end some special activities of a science club are mentioned: 1) photography; 2) keeping animals; 3) collection of bones and feathers; 4) gardening; and 5) science museum.

95. FAROOQI, Zaheeruddin. Sainsi Tariq-e-Fikr (Scientific way of Thinking) --- In: Tadrees-e-Sains, 61-69. Karachi, Ghazanfar Academy. 1974 (U).

The basic purpose of science teaching is not merely the imparting of scientific information, but also the developing of reflective thought in the students. Science teaching is complete if the recipient is capable of scientific reasoning. It is thus the capacity that is actually the ultimate purpose of science education.

The writer has discussed the subject in some detail under the headings: 1) nature of reflective thought; 2) relationship between reflective thought and curriculum. The factors that help in the development of scientific way of thinking are: 1) testing hypothesis; 2) understanding cause and effect relationship; 3) distinguishing between fact and theory; 4) recognizing and evaluating assumptions; 5) developing logical proof; 6) interpreting of evidence; 7) applying of principles; and 8) developing of functional understanding.

96. FAROOQI, Zaheeruddin. Samaee-o-Basari Imdad (Audio-Visual Aids) --- In: Tadrees-e-Sains, 103-115. Karachi, Ghazanfar Academy. 1974 (U).

Direct experiments have basic importance in learning science. Where direct experiments are not possible, alternative models and samples are used. Thus audio-visual aids are a must in the teaching of science. The relative importance of audio-visual aids has been categorized in order to preference: 1) direct purposeful experiences; 2) contrived experiences; 3) dramatized experiences; 4) demonstrations; 5) field trips; 6) exhibits; 7) television; 8) motion pictures; 9) recordings, radio, still pictures; 10) visual symbols; and 11) verbal symbols.

The use of various audio-visual aids is discussed in some detail. The aids include samples, models, charts, graphs, chalk board, photography, opaque projection, slide projection, film strip projection, educational films, tel vision, etc.

97. FAROOQI, Zaheeruddin. Ta'aleemi Dourey (Educational Field Trips) --- In: Tadrees-e-Sains, 125-127. Karachi, Ghazanfar Academy. 1974 (U).

Field trips play an important role in the teaching of science. They provide better opportunities for direct experimentation. The utility of trips depends on the place and its importance in relation to the subject. Trips provide new experience which cannot be obtained just by routine work.

Proper planning is necessary before any field trip is undertaken. The teacher should do the planning with the help of the students and the permission of school management and parents. It is also necessary to chalk out a plan for different observations and collection of samples. The writer briefly discussed the utilization of field trips and mention is made of the various places that may be visited by science students.

98. FAROOQI, Zaheeruddin. Tajrabagah Aur Uska Istemaal (Laboratory and its Use) --- In: Tadrees-e-Sains, 128-141. Karachi, Ghazanfar Academy. 1974 (U).

Laboratory is a room where science practicals are performed. Generally these are big rooms containing scientific equipment and material used in different experiments. Some guidelines are presented for the proper size of an average laboratory and other necessary requirements like air, light, and water.

While equipping a laboratory, the selection of standard material is very necessary. Once the material is bought, its proper and safe placing is very important. Any carelessness will spoil everything. Some guidelines are provided for the safe keeping of laboratory equipment and material. It is also cautioned that accidents may sometimes occur in laboratories. To meet such emergency first aid material must be kept ready in every laboratory. At the end it is mentioned that locally available science material and equipment can be used in our schools.

99. FAROOQI, Zaheeruddin. Tarieqa Hai Tadrees-e-Sains (Methods of Teaching Science) --- In: Tadrees-e-Sains, 32-60. Karachi, Ghazanfar Academy. 1974 (U).

Teaching methods play an important role in the learning of science, and it is the approach of the science teacher that determines the quality of his teaching. There are two basic methods of science teaching, authoritarian approach and discovery approach. In the first method organized information is presented to the student, and in the second method personal observations and experiments of the students are

brought into play. The merits and demerits of these methods are briefly mentioned.

The writer discusses the different methods of science teaching which are generally used in schools nowadays. These methods can be classified under 'authoritarian' and 'discovery' approaches. The different methods are: 1) lecture method; 2) historical method; 3) laboratory method; 4) lecture demonstration; 5) problem solving; 6) topic method; 7) heuristic method; 8) program instruction; and 9) project method.

100. MOHAMMED, Ata. Sains Praktikal Imtehann Aur Sanuvi Jamatein (Practical Science Examination and Secondary Classes) --- Nawai Waqt (Lahore) October 28, 1974 (U).

The Sargodha Board of Intermediate and Secondary Education has issued a letter to all the Head Masters of recognized secondary schools of Sargodha soliciting their opinion on holding objective type test in place of practical science examination up to secondary level. It is strange that this change is proposed at a time when scientific experiments have becomes the order of the day all over the world. It is also unfortunate that science has been given the status of an optional subject.

It will be unfortunate for the students if practical tests or examinations are stopped in the higher secondary classes. The laboratories in schools are in a deplorable condition and have no necessary equipment. The result is that the students are losing their interest in the subject. This is unfortunate both for the students and the country. While the government is attaching so much importance to scientific and technologic education, the Sargodha Board of Intermediate and Secondary Education has decided to withdraw practical examinations in science.

.....

WRITERS' INDEX

ABDULLAH, S.M., 31

AHMAD, Khwaja Manzoor, 12

AHMED, Zahur, 12,27

ALI, Ghulam, 1

ALI, Rahmat, 1

ASLAM, Mohammed, 19

BAQAI, M.S., 13

BASHIR, Qazi Ikram, 16

BRELVI, Syed Altaf Ali, 6

CHAUDHURY, M. Afzal, 28

CHAUDHURY, M. Sharif, 29

CHIRAGH, Mohammed Ali, 20

DE SOUSA, D'arcy, 1

FAREEDI, Salman, 22

FAROOQI, Zaheeruddin, 39,40,41,42, 43,44

FARUQUI, Jalees A., 16,29,36

FATIMA, Riaz, 34

GILANI, A.R., 31

HAI, M. Abdul, 13

HANIF, Shaikh M., 20

HAQ, Fayza, 14,35,36

HUSAIN, Iqbal, 32

HUSAIN, Tanvir, 10

JAMIL, Mohammed, 7

KARIM, Fazal, 32,33

KAZIM, Syed Shabbir Ali, 7,9

KHAN, Ahmad, 21

KHAN, Haji Kifaytullah, 2

KHAN, Mahjabeen, 10

KHATOON, Zahida, 15

KHWAJA, Tahseen, 3

KHURSHEED, Abdus Salam, 3,8

KHURSHID, Anis, 21

KIRMANI, Sajjad, 17

LOBO, Anthony T., 23,24,25,26

MAHMOOD, Shaukat, 26

MAJEED, A., 27

MIRZA, Abdul Qayyum, 3

MOHAMMED, Ata, 45

MOHAMMED, M. Fakir, 29

NADEEM, Akhtar, 5

NADVI, Syed H. Haq, 30

NAGY, Birjees, 33

NAJMUDDIN, S.M., 37

NAQVI, S. Ihsan, 34

PARACHA, Farid, 38

QADRI, M.A.H., 17,18

QAMAR, Jawaid, 5
QAYYUM, A., 8
QURESHI, M.A., 31
QURESHI, S.M., 37
RAO, Sarfaraz Ahmad Khan, 34
RASHID, Mohammed Adil, 8
RIAZ, Mohammed, 15
SABZWARI, G.A., 22
SANGRAVI, Saadi, 11,35
SHAMIM, Chowdhury Barkat Ali, 11
SIAMWALA, Zakir H., 6
SIDDIQUI, Atiqur Rahman, 38
STIEN, Lenora, 22
TAFAZZUL, Anis, 4
USMAN, Mohammed, 9, 13
USMANI, Adil, 35
ZAMAN, Arshad, 15, 18